

7-3-1974

Dayton Teachers Study Cultural Differences in the Urban Classroom

Follow this and additional works at: https://ecommons.udayton.edu/news_rls

Recommended Citation

"Dayton Teachers Study Cultural Differences in the Urban Classroom" (1974). *News Releases*. 6014.
https://ecommons.udayton.edu/news_rls/6014

This News Article is brought to you for free and open access by the Marketing and Communications at eCommons. It has been accepted for inclusion in News Releases by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

**University Relations
Mark Pomerleau
Dir., Information Services**

**DAYTON, OHIO 45469
(513) 229-2911**

university of dayton

DAYTON TEACHERS STUDY CULTURAL DIFFERENCES IN THE URBAN CLASSROOM

DAYTON, Ohio, July 3, 1974 --- As a recognition that teaching experience in inner city schools is fast becoming a prerequisite for American teachers, the University of Dayton School of Education, Department of Secondary Education, sponsored a workshop June 24-27 to aid supervisors of student teachers in the urban area.

The workshop was financed with a grant from the Department of Health, Education and Welfare which was administered by KEDS (Kent State Center for Educational Development and Strategic Services).

There were 29 participants who were nominated by their building principals.

"One of our focuses," says Dr. Helen Frye, associate professor and co-director of the workshop, "was an examination of cultural differences, both among black and appalachian school populations, from that of middle to upper middle class groups." Of principle concern to educators is the lag of several years in reading performance exhibited by inner city school youngsters, she added.

One of the first workshop speakers was James Stocks, Director of the Afro-American studies program at UD, who described intelligence and achievement tests as updated versions of old signs down South which read "for whites only."

"For the average black child, there is often a mismatching or discontinuity between the skills acquired from his culture and those required for successful test-taking and in the school curriculum. Stocks offered humanistic movements in education as a hope for the future. "This movement recognizes the need to include or use content from the child's relationship to his family, friends and community institutions in curriculum development," he said.

The staff for the workshop included Dr. Frye; Mr. Robert Kriegbaum, associate professor at UD; Dr. Robert Herskowitz of the KEDS staff and William Harrison, special assistant to the superintendent for community, business and university affairs.

Other workshop speakers included Mrs. Evelyn Britton, Mrs. Daisy Torrence and Mrs. Addlean Waller, teachers in the Dayton School system who discussed classroom management and discipline; Mrs. Dora Carson of Dayton School system who addressed herself to the development of reading skills; Mrs. Evelyn Britton, of Dayton School system who discussed innovations in curriculum and teaching; Mrs. Nellie Hughey, Dayton City Schools, who offered presentations of cultural differences in language, and Dr. Frye and Mr. Kriegbaum who conducted workshop sessions on evaluating the student teacher.

Also available for discussion was Dr. Lawrence C. Hawkins, professor of the school of education and dean of the college of community services, University of Cincinnati. His topic of discussion was "Unresolved Problems in Cultural Awareness."